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ABSTRACT

This booklet is the last in a series of five published in connection with the Guam Assessment of Educational Needs. Collectively, the series represents an effort to identify and validate the most critical education needs for the Guam schools so that improved educational opportunities can be developed for Guam students. This document summarizes the validated critical needs identified for the Guam School District -- for the convenience of school board members, administrators, teachers, and other interested citizens. Each need has been translated into a plan or program for resolving that need. Each program proposal lists the district philosophy behind the plan, the district goal to be achieved by the plan, and criteria for judging both progress toward satisfying the need and the eventual resolution of the need. (Author/DN)

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INTERMEDIATE GOALS AND OBJECTIVES FOR GUAM SCHOOLS

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by

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FOREWORD

This booklet is the final booklet in a series of five produced in connection with the Assessment of Educational Needs for Guam. Its purpose is to summarize the validated critical needs identified for Guam School District for the convenience of school board members, teachers, and other interested citizens as well as the school administrators. Its purpose is also to help in making plans to resolve those needs. Each summary will serve as a "compass point" to assist in planning and in knowing when the need may be considered resolved.

The educational needs herein listed were identified and validated by six committees in the Guam Needs Assessment Conference in December, 1972. Assuming that the members of these committees were representative of the educators and citizens of Guam, the needs which they identified are as reliable as possible without asking a larger number of persons from Guam to meet together at greater cost and at the risk of reducing committee efficiency because of the increased size of the groups involved. Each committee, it should be recalled, had access to various facts from previous studies along with opinionnaire data which represented the beliefs of a cross section of most persons in Guam.

Almost all of the validated needs included in this booklet have been related to the learner which should maximize the probability that the resolution of any or all of these needs will bring about improved education for each student in the Guam schools. This objective has been the basic, underlying purpose of the assessment of educational needs in Guam from the beginning. Hopefully, this objective will be realized as long-range plans are made to meet these needs and as each need in turn is successfully resolved in accordance with the suggested evaluative criteria.

Jefferson N. Eastmond
WERI President

INTERMEDIATE GOALS AND OBJECTIVES - -

A STEP TOWARD ACCOUNTABILITY

Educators ask the local school board: "What do you think public education should provide?" Board members assess their community's needs and expectations. They then translate these into educational goals.

Teachers ask parents: "What do you want your child to learn in school?" Parents assess their families expectations. Then they sit with the teachers and translate their hopes into educational objectives.

Legislators ask educators: "What are you doing with the money we appropriate for education?" School administrators, teachers, counselors, and staff get together and do some figoring: What are the costs, the problems, etc.

Educators ask one another: "What can we accomplish with the money that is made availabel? Do we use it well? Is there enough provided to enable the schools to meet reasonable objectives?" They get together again and decide that, for these children to reach agreed-upon performance objectives, certain programs and resources are needes.

And so the process goes. This is dialogue. This is needs assessment translated into goals and objectives. This is performance evaluation. It all adds up to accountability.

--Donald D. Woodington
"Accountability from the Viewpoint of a State Commissioner of Education."
Phi Delta Kappan October 1972

While the American people are more vitally interested in public education than ever before, they have given unmistakable warnings that school boards and school administrators must be increasingly mindful of the taxpayers' ability to pay. Before the American people in any school district are going to willingly dig deeper into their pocketbooks for education, they want proof that the money they are spending is doing what it is supposed to do. They want to see an observable relationship between the money they put in, the time the students put in, the expertise

that educators put in, and the results achieved by the schools in terms of learner goals and accomplishments.

The only way an educational system can achieve the hope of such accountability is by following systematically and carefully these steps:

(1) Assess the current educational needs in terms of valid learner needs.

(2) Establish district philosophy and goals for resolving these needs.

(3) Set specific objectives to meet each goal with appropriate evaluative criteria to help determine when the goal has been reached.

(4) Devise programs immediate, intermediate, and long-range to meet the specific objectives.

(5) Carry out these programs as scheduled by the master plan.

(6) Measure the degree of success of these programs, comparing costs and performance under alternate programs, and determining if the evaluative criteria have been met.

(7) Revise and try again if necessary.

With the publication of this booklet, the Guam School District, while striving for increased accountability, has reached only step one with a partial start on steps two and three. <u>All of the remaining steps are still to be taken.</u> And, with the passage of several years, even steps one, two, and three must be taken again.

If the remaining steps in the seven-step list are taken carefully and well, educators in the Guam School District can satisfactorily meet all of the criteria for accountability. In the accounting process, they can also develop proofs and further insights to point the way to improved education for the students of Guam schools, which is needs assessment translated into goals, objectives, and accomplishments.

Program Title: NEEDS OF GIFTED STUDENTS

GUAM COMPASS POINTS

District Philosophy

We believe:

that in the elementary school especially, a totally "non-graded" school arrangement will permit the gifted and talented students to proceed more quickly through the subject matter curriculum of the school and also go into each subject at greater depth than would the average and slower students, providing them with more of a challenge. If non-grading is impossible at the present time, a special program with special materials suitable for the gifted students should be provided to assist the teachers in providing enrichment opportunities and individualized, personalized instruction for the gifted at all instructional levels.

District Goal

Our goal is to encourage gifted students to learn at their optimum rates to the maximum limits of their unique potential.

Evaluative Criteria

This goal will be met when: (a) either a totally non-graded school system or a special program emphasizing both enrichment and acceleration for the gifted students has been established for all of the schools of Guam; (b) this program has freed the gifted students from traditional graduation requirements and has permitted them to study independently of other students and in greater depth then other students for at least part of the school day; (c) all teachers on Guam have

received special training in ways of working with and of challenging the gifted students, and (d) a committee of gifted students, parents of gifted students, teachers, and school administrators has evaluated the special arrangements for the gifted students and have found them to be adequate.

Program Title: OPTIMUM LEARNING ENVIRONMENT

(PART 1) - - ADMINISTRATIVE LEADERSHIP

GUAM COMPASS POINTS

District Philosophy

We believe:

that administrative support for teachers in the classroom should be wholehearted and adequate as evidenced (1) adequacy of supplies and equipment, (2) fairness in apportionment of available supplies, (3) availability and adequacy of in-service training and opportunities for professional development for all staff members, (4) recognition of local needs, (5) awareness of local conditions and problems (6) quality of leadership in curriculum development and new and innovative educational programs, (7) early assignment of staff members (most certainly before the middle of August), and (8) and so on.

The principle of accountibility should begin at the central office. There should be complete and regular reporting and evaluation for every office and for every administrator.

District Goal

Our goal is to create for all students an optimum learning environment characterized by mutual trust cooperation and support between qualified and efficient teachers, and administrators.

Evaluative Criteria

This goal will be met when: (a) the administrative support services have been improved as evidenced by

(1) adequacy of supplies and equipment, (2) fairness in apportionment of available supplies, (3) availability and adequacy of in-service training and opportunities for needs, (5) awareness of local conditions and problems, (6) quality of leadership in curriculum development and in new and innovative educational programs and (7) early assignment of staff members. (The adequacy of the improvement should be judged by a committee of teachers, parents, community leaders, and administrators); (b) communication between the Central Office and the teachers and building administrators has been improved as evidenced by a random poll wherein at least 80% of all educators give evidence of understanding the rationale behind five policies implemented during the previous school year; (c) the principle of accountability has been accepted by the Central Office administration for the Central Office itself wherein there has been complete and regular reporting and evaluation for every office and for every administrator; and (d) a random survey of educators asking for a response to the question, "The central administration of our schools, in doing its job, is . . . (very successful, usually successful, seldom successful, unsuccessful, don't know), has found at least a 10% increase in the number responding to the combined categories of "very successful" and "usually successful."

Program Title: OPTIMUM LEARNING ENVIRONMENT

(PART 2) - - ADEQUATE PLANNING AND FUNDING

GUAM COMPASS POINTS

Districts Philosophy

We believe:

that Guam must not fall further behind in the quality of its education offerings. The budget must keep pace with enrollment and inflationery increases and should be accelerated if possible to make up for past losses.

All schools should be equally funded on a per-pupil basis without regard to location or to the racial characteristics of the students attending.

Guam funds should be used to bring schools who have not qualified themselves as "target schools" using Federal funds up to the same level as the target schools.

District Goals

Our goal is to develop an optimum learning envoronment for all students characterized by adequate planning and adequate funding.

Evaluative Criteria

This goal will be met when: (a) all schools on Guam have been equally funded on a per-pupil basis without regard to location or to the racial characteristics of the students attending; (b) non-target schools have received supplemental funds to bring them to the same level of financial support as the target schools receiving Federal funds; (c) the annual budget no longer falls behind previous budgets when adjusted for inflation and for incresses in student enrollment; and

(d) adequate planning and adequate funding has been provided to enable resolution to the satisfaction of the committee members of a least 60% of the needs identified by this needs assessment conference.

Program Title: ENVIRONMENTAL EDUCATION

GUAM COMPASS POINTS

Districts Philosophy

We believe:

that information must be provided to the students and to the general public to halt and even reverse the trend towards carelessness and environmental deterioration. Guam's environment is fragil so all must learn how to protect it.

Our schools have a responsibility to cooperate with governmental agencies and authorities to teach about environmental pollution and how to control it. Each child must learn about different forms of pollution (land, water, air, noise, etc.) and the damage that pollution causes to the "quality of life." Each child must also learn appropriate steps which can be taken to correct these problems through his own efforts and through the efforts of others.

District Goal

Our goal is to help out students to learn about the environment and about ways of protecting it and using it wisely.

Evaluate Criteria

This goal will be met when: (a) environmentally-oriented programs have been established in all schools; elementary and secondary, possibly as part of existing science and social studies curricula; (b) an adequate curriculum guide and related teaching materials have been prepared to acquaint the students with the environmental problems existing on Guam and how to correct them; (c) in the elementary schools, at least, the teachers have been given adequate in-service training in environmental education or special, traveling, consultant type teachers have been employed to go from school to school to teach this one subject to the students; (d) random surveys

of school grounds have shown a decrease of at least 75% in the number of items found littering the ground for a specified square area; and (e) at least 90% of the students and teachers have participated in at least one community clean-up acitivity in a given school year.

Program Title: SMOOTH MOVEMENT FROM LEVEL TO LEVEL, GRADE TO GRADE, AND SUBJECT TO SUBJECT

GUAM COMPASS POINTS

District Philosophy

We believe:

that instruction designed to meet the needs of all of the children will judge each child by the best that he can do and allow him to proceed at his own rate, not by progress through a graded school based on subject matter mastery. The present non-grade primary units should be evaluated as quickly as possible, the goals and procedures agreed upon, and the whole program made standard throughout all of the elementary schools in the system.

Extensions of the non-graded primary concept should be included in the upper grades and in the secondary schools as rapidly as possible although the specefic format may be different, some accomodations must be made for student differences in rate of afirming general ability, and readiness at all levels.

There should be coordination and articulation between levels, grades, and different schools, A student must be able to transfer from school A to school B with out serious interruption of his learning. There should be better articulation between the elementary and secondary levels and even between the secondary levels and the University of Guam.

District Goal

Our goal is to encourage and facilitate smooth movement of students from level to level, grade to grade, and subject to subject.

Evaluative Criteria

This goal will be met when: (a) the present non-graded primary units have been evaluated, the goals and procedures agreed upon, and the whole program made standard throughout all of the elementary schools in the Guam school system;

(b) some extensions of the non-graded primary concept have been introduced into the intermediate grades and into the secondary schools; (c) in-service training has been provided for the teachers and principals working in the non-graded primary units; (d) a district-wide effort has been made to coordinate and articulate the subject matter from level to level, from grade to grade, and from subject to subject; (e) an in-depth study of ten students who transferred to a new school, selected at random has found no serious interruption of learning as a result of these transfers, and (f) at least 80% of all students parents, non-parents, teachers, and school administrators, selected at random, have expressed the belief that the schools are relatively successful in providing students with smooth movement from level to level, grade to grade, and subject to subject.

Program Title: DRUG EDUCATION

GUAM COMPASS POINTS

District Philosophy

We believe:

that accurate and factual drug information should be readily available to all students. Such information should be dissemenated as part of an over all drug education program in the schools and supplemented by public information disseminated over the radio and in the local newspaper.

District Goal

Our goal is to keep students and their parents informed about drugs and about the dangers of drug abuse.

Evaluation Criteria

This goal will be met when: (a) accurate and factual drug information has been dissemenated as part of an on-going, drug-education program in all schools; (b) a "crash" program has been conducted to educate parents about problems of drug abuse and about positive steps which can be taken to protect their children from these problems; (c) more and better trained counselors (as judged by a committee of counselors, teachers, student leaders, parents, and school administrators) have been made available to assist in helping students to meet their needs in legitimate ways and assist in helping students involved in using drugs to solve these problems; (d) facilities for providing free diagnosis, treatment, and follow-up guidance, such as roving medical units, a drug analysis center, etc., have been provided in an adequate manner (as judged by the same committee mentioned in (c) above; and (e) there has been at least a 50% reduction in the number of students known to use drugs and at least a 25% reduction in the number of students known to use alcohol to the point of intoxication.

Program Title: CHAMORRO LANGUAGE SKILLS

GUAM COMPASS POINTS

District Philosophy

We believe:

that being able to interact with teachers or teacher aides in Chamorro will give students from Chamarro backgrounds the opportunity to participate fully in the learning process, utilizing all of the knowledge and background picked up from daily living with their families. By taking advantage of all facets of a native child's knowledge, the schools will be able to teach him other subjects, including English, more easily and more fully.

Chamorro should be given official status and recognition by having it taught in the schools to all students from a Chamorro background.

District Goal

Our goal is to assist Guamanion native students to learn basic communication skills in the Chamorro language.

Evaluative Criteria

This goal will be met when: (a)an improved Chamorro language program has been designed and implemented in the Guam School System, preferably through an explination of the present bilingual program; (b) all students currently in the TESL program have been transferred to the bilingual program; (c) a sufficient number of Chamorro-speaking teachers have been recruited and trained to meet the needs of the greatly expanded bilingual program; (d) elective classes in Chamorro have been established at the high-school level; (e) the local radio and television stations carry regular public service programs in the Chamorro language; and (f) careful

evaluation of the various bilingual programs have clearly demonstrated that native students learn English faster and better than under convential programs.

Program Title: NATIVE CULTURE AND HISTORY

GUAM COMPASS POINTS

District Philosophy

We believe:

that since schools ave very much culture creating institutions, students from Chamorro backgrounds should have their cultural knowldedge expanded and kept alive at school.

Every student who attends school in Guam, even those who are temporary, should become acquainted with the indigenous culture of the island and the various cultures of Micronesia which are near-by. These cultures should be studied in school to assist students in being more aware of cultural differences and more tolerant of them.

District Goal

Our goal is to assist students to learn about various Pacific Island cultures including Chamorro and about the history of Guam.

Evaluative Criteria

This goal will be met when: (a) a special program to teach about Chamorro and Micronesian cultures has been designed and implemented in the Guam School System, preferably in connection with the related program to teach the Chamorro language; (b) the teachers assigned to teach in the bilingual program plus all other teachers in the elementary schools have received pre-service or in-service training in Chamorro and Micronesian cultures and in the history of Guam; (c) elective classes in Chamorro and Pacific Island cultures and in the history of Guam have been established at the high-school level;

(d) Chamorro culture programs have been produced for presentation over local radio and television stations; (e) adequate teaching materials and audio-visual aids have been provided for teaching about local island cultures; and (f) a committee of bilingual teachers, elementary school teachers, parents, citizens, school administrators, and student leaders has examined the new program to teach about the local history and culture and has found it to be relatively sucessful.

Program Title: VOCATIONAL AND CAREER EDUCATION AND VOCATIONAL GUIDANCE

GUAM COMPASS POINTS

District Philosophy

We believe:

that adequate funds should be made available to collect a wealth of career information materials on jobs available both in Guam and in the United States. These materials should be geared to the reading levels of both elementary and secondary school youngsters. A room or area should be made available in each school for students to come and browse through these career informational materials preferable near the counseling area in the schools which have counselors.

The Department of Education should have a planned program to utilize the public communications media to convence the public in meaningful ways, the reasons why more students must be trained in vocational and technical areas, i.e., eight out of ten jobs will not require a college degree by the year 1980. The idea that a trade-oriented career can be satisfying and rewarding ought to be an accepted idea among the general public and among the students. The parents ought to accept their child's desire to pursue a non-college oriented careers.

District Goal

Our goal is to provide students with appropriate career information, vocational guidance, and occupational (job) skills.

Evaluative Criteria

This goal will be met when: (a) programs have been established in all schools to information, favorable attitudes towards the world of work, vocational guidance, and occupational (job) skills; (b) an area has been made available in all schools to properly house the wealth of career information materials made available; (c) a program to utilize the public communications media has been introduced to help

convinced the public that more students must be trained in vocational and technical areas; (d) at least one counselor who has specialized in vocational counseling has been assigned to work in each school, elementary as well as secondary; (e) graduation requirements have been changed to require all students, girls as well as boys, to take at least one course in vocational-technical education or home-making education; and (f) a committee of vocational education teachers, regular teachers, parents, citizens, school administrators, and student leaders has examined the expanded and improved programs in career and vocational education and vocational guidance and has found them to be relatively successful.

Program Title: BASIC ENGLISH COMMUNICATION SKILLS
(ELEMENTARY)

GUAM COMPASS POINTS

District Philosophy

We believe:

that oral fluency and comprehension of standard American English is a necessary prerequisite to success in learning to read the English language.

There should be TESL and remedial reading teachers in all elementary schools not just in the target schools. The bilingual program should be carefully evaluated and perhaps expanded. But, in the meantime, sufficient TESL and remedial reading teachers in the Guam School System are essential.

District Goal

Our goal is to help elementary school students to learn basic English communication skills.

Evaluative Goal

This goal will be met when: (a) the average language score on the Stanford Acheivement Test for all Guamanian students has been raised to a point fairly close (within half a grade level) of the grade level score for American stateside students; (b) sufficient TESL teachers have been provided in all elementary schools to enable all non-native English speaking students to have at least 30 minutes per day of instruction in English as a second language; (c) sufficient remedial reading teachers have been provided in all elementary schools to enable all students who need extra help in reading with at least 30 minutes per day of remedial reading instruction; (d) all elementary school teachers have been provided with sufficient amounts and variety of appropriate

materials and texts for the teaching of basic English communication skills, and (e) all elementary procedures of teaching basic communication skills to non-native speakers of the English language.

Program Title: OPTIMUM LEARNING ENVIRONMENT
(PART 3) CONTINUITY OF FACULTY
STAFF, AND ADMINISTRATION

GUAM COMPASS POINTS

District Philosophy

We believe:

that the Deaprtment of Education should complete a yearly survey of all school employees who do not return to teach on Guam. They should be asked for the reason why they did not remain in Guam and for their general suggestions for reducing the teacher turnover. This information should be used to attack the problem of school employee turnover in a systematic way.

District Goal

Our goal is to provide an optimum learning environment for students characterized by coninuity of faculty, staff, and administration.

Evaluative Criteria

This goal will be met when: (a) the level of school employee turnover in Guam does not exceed 25% in any given year; (b) a progressive incentive program for teachers has been implemented based on information gathered from a survey of school employees learning the system; (c) experience in Guam has been made a key factor for amy major advances on the salary schedule; and (d) salaries for teachers, staff members, and administrators have been modified regularly to reflect significant changes in the cost of living on Guam.

Program Title: DRIVER EDUCATION

GUAM COMPASS POINTS

District Philosophy

We believe:

that instruction in driver training should be provided for all students in Guam. Such training should be required for high school graduation. An optional driver training course for operating motorcycles should also be offered.

District Goal

Our goal is to provide students with rules of pedestrian safety, safe-driving information and vehicle-operating skills.

Evaluative Criteria

This goal will be met when: (a) driver education course has been required of all secondary students prior to graduation and preferably before age 16; (b) sufficient numbers of trained teachers have been hired to fully staff the expanded driver education program; (c) sufficient members of training automobiles have been provided to accomodate the expanded driver education program; and (d) a program of traffic safety has been introduced into all of the elementary schools.

Program Title: NEEDS OF PHYSICALLY HANDICAPPED AND EMOTIONALLY DISTURBED STUDENTS

GUAM COMPASS POINTS

District Philosophy

We believe:

that a good start has been made toward resolving this need on Guam. However, more extensive services need to be provided to adequately meet the needs of the physically hadnicapped and emotionally disturbed youngsters.

District Goal

Our goal is to meet adequately the special needs of the physically handicapped and emotionally disturbed youngsters.

Evaluative Criteria

This goal will be met when: (a) more extensive services have been provided to adequately meet the needs of the physically handicapped and emotionally disturbed youngsters (adequacy to be judged by a special committee of special education supervisors, special education teachers, regular teachers, parents, citizens, school administrators, and student leaders); (b) all of the special education teachers have been carefully screened with regards to adequacy of professional training and personal maturity; (c) all of the classrooms used for special education have been designed for that purpose with adequate facilities and equipment (adequacy to be determined by the same committee as mentioned above); (d) more extensive work experience programs have been provided for the older handicapped students and a suitable pre-vocational facility has also been provided to prepare handicapped students for the work experience programs.

Program Title: NEEDS OF KINDERGARTEN STUDENTS

GUAM COMPASS POINTS

District Philosophy

We believe:

that early childhood education helps make the transition from home to elementary school much more pleasant and easier for the children and builds readiness for school learning.

All kindergartens should be housed in a facility especially designed for kindergarten. Adequate playground equipment and additional supplies should be provided as needed.

All kindergarten teachers should have been trained in early childhood education and should have the assistance of trained teacher aides who know the Chamorro language.

District Goal

Our goal is to meet adequately the special needs of all youngsters of kindergarten age on Guam.

Evaluative Criteria

This goal will be met when: (a) the new kindergarten program has been adequately funded (as determined by a committee of early childhood education supervisors, kindergarten teachers, regular teachers, parents, citizens school administrators, and student leaders); (b) all kindergarten teachers have been trained (certified) in early childhood education; (c) at least one teacher aide who knows the Chamorro language, has been assigned to assist kindergarten teachers for every 15 kindergarten students; (d) all kindergarteners have been properly housed in a facility specifically designed

for kindergarten with adequate playground eqipment and adequate supplies(as judged by the same committee as mentioned in (a) above.)

Program Title: OPTIMUM LEARNING ENVIRONMENT
(PART 4) IN SERVICE TRAINING

GUAM COMPASS POINTS

District Philosophy

We believe that :

that Guam teachers must keep up-to-date and have continued incentives and opportunities to upgrade and modernize their basic concepts of teaching and their own teaching skills. Teacher training should be concerned with assisting teachers to create a more wholesome and effective learning environment for the students and with making teacher working conditions more satisfying and productive.

District Goal:

Our goal is to create an optimum learning environment for the students characterized by affective teachers who receive adequate training while on-the-job to keep them up-to-date.

Evaluative Criteria

This goal will be met when: (a) an-in-service training committee has been established to coordinate and up-grade the various workshops and other opportunities for professional development, (b) either released time has been proveded for in service training or additional in in-service training programs; (c) the in-service training committee has sought regularly (at least once a year) suggestions and imput from all of the teachers and administrators in the Guam School District and (d) at least 80% of all teachers and administrators, when surveyed randomely, have expressed the belief that the new in-service training program is relatively successful in meeting these perceived needs.

Program Title: CONSUMER AND LEGAL INFORMATION

GUAM COMPASS POINTS

District Philosophy

We believe:

that the present social science curriculum of the senior high schools should be modified to include a special required course which will deal with consumer information, legal information, and civil procedures.

District Goal

Our goal is to assist senior high school students to learn appropriate consumer and legal information and practical, money management skills.

Evaluative Criteria

This goal will be met when: (a) a special required class has been added to the social studies curriculum of the senior high school shich deals with appropriate consumer information, legal information, and civil procedures; (b) sufficient numbers of trained personnel have been recruited to teach this new course, (c) at least 90% of high school students completing the course, selected at random, can demonstrate ability to select "best buys" from competing items in several stores and can pass successfully a teacher made test from such topics as buying and selling, renting and leasing, advertising, contract purchasing, interest rates, hidden costs, mortgages, taxes, savings, checking accounts, banking procedures, investments, insurance, social security, warrenties, fraudulent practices, legal requirements, local laws, civil procedures, and standard business practices; and (d) at least 80% of graduating seniors and former students selected at random, have reported that the special course was successful as far as they were concerned.

Program Title: NEEDS OF SLOW LEARNERS

GUAM COMPASS POINTS

District Philosophy

We believe:

that slow learners need to learn all of the things that average students need to learn but they need to learn them at their own pace.

Because of the experimental multi-media and bilingual projects should be carefully evaluated to determine if they better meet the needs of the slow learners. If they do, these programs should be expanded to more classrooms. In the meantime, a special program to imphasize the needs of the slow learners should be implemented in all elementary and secondary schools.

District Goal

Our goal is to meet the special needs of the slow learners.

Evaluative Criteria

This goal will be met when: (a) a special program to emphasize the needs of the slow learners has been implemented in all elementary schools and in all secondary schools; (b) special resource teachers have been assigned to each elementary school and each secondary school on a slow learner resource teacher rates to be determined by a committee of resource teachers, regular teachers, parents of slow learners, school administrators, and student leaders; (c) more teachers (an increase of at least 15%) have been encouraged to use individualized, personalized instructional procedures and learning materials; (d) more accurate methods (in the opinion of the above committee) have been determined for identifying the students to be classified as slow learners; and (e) all teachers have received in service or summer school training in methods of motivating and helping slow learners.

Program Title BASIC ENGLISH COMMUNICATION SKILLS
(Secondary)

GUAM COMPASS POINTS

District Philosophy

We believe:

that as life on Guam increases in sophistication, the need becomes greater for all Guamanians, especially the natives to expand their facility with the English language.

Development of better reading ability for secondary school students will pay dividends in terms of the students increased ability to succeed in the other academic subjects of the high school curriculum. Development of the native students own language will also pay dividends in terms of the students increased ability to comprehend and expand their second language.

District Goal

Our goal is to assist all secondary school students to learn basic English communication skills.

Evaluative Criteria

This goal will be met when: (a) a remedial TESL program has been established for all native and forein students who lack adequate English communication skills at the junior high school level; (b) this program has been continued into the senior high school for all of these students who have not made sufficient progress by the time they leave the junior high school;(c) another remedial, non TESL program has been established for all stateside students who lack adequate English communication skills at the junior high school level and continued, if necessary, into the senior high school levels have been trained (certified as experts) in teaching English language communication skills; (e) all other secondary school teachers have received in-service training designed to impress upon them the need to also

teach English language skills, regardless of their subject specialty, and to give them practical suggestions for filling this need; and (f) local norms in language art on standarized tests reasonably equivelent (within half a grade level or within 10 percentile points) with stateside norms.

Program Title: OPTIMUM LEARNING ENVIRONMENT (PART 5) AUDIO VISUAL AIDS AND FACILITIES

GUAM COMPASS POINTS

District Philosophy

We believe:

that more trained media specialists should be available and that more adequate, comfortable facilities for showing audio-visual aids should be provided. Equipment and audio-visual aids should also be expanded and kept in good repair.

District Goal

Our goal is to provide students with an optimum learning environment characterized by ready access to audio-visual aids in a comfortable setting.

Evaluative Criteria

This goal will be met when: (a) each school has the following facilities for making optimal use of the LRC resources: (1) at least two air conditioned rooms which can be darkened (2) a storage facility preferably air conditioned, for audio-visual materials and equipment which is both centrally located and secure against theft, (3) at least one television receiver for every five classrooms in the school and (4) necessary equipment in good repair; (b) each school has the following trained personnel to operate the audio-visual equipment: (1) one media specialist frained to operate and adjust all pieces of equipment; and (2) teachers, teacher aides, or student operators who are adequately trained in using all peices of audio-visual equipment; and (c) the LRC has ad adjusted its service schedule to pick up and deliver at each school twice a week and has speeded up (at least 50% or more) the maintenance and repair of audio-visual equipment sent in for servicing; and (d) there has been an increase of at least 30% in the actual use of LRC materials as shown by their records.

Program Title: ADULT EDUCATION

GUAM COMPASS POINTS

District Philosophy

We believe:

that the large members of native Guamanians who have not had schooling opportunities and the large number of students who currently drop out of school mandates a strong program of adult education for Guam.

While adult programs in basic education and vocational education need to be expanded and upgraded, there is also a need for more courses of general interest and of a recreational nature, such as consumer education, child care, home improvement arts and crafts, sewing, music dancing, food preparation gardening landscaping, current events, politics, world geography, world cultures, small engine repairs, hobbies, typical education, etc.

District Goal

Our goal is to meet the special needs of adult learners on Guam.

Evaluative Criteria

This goal will be met when: (a) adult programs in basic education and vocational education have been expanded and upgraded (to the satisfaction of a special committee of adults, community leaders, adult education teachers, and school administrators), (b) adult courses of general interest and/or of a recreational nature have been added to the adult education curriculum; (c) surveys have been completed to ascertain the specific classes the adults would like to see offered and the most desirable times for offering adult classes; (d) radio and television have been used for adult education purposes both to offer appropriate information and to advertise adult education classes; and (e) a form of the "community school" concept has been tried in Guam on an

experimental basis with the intent that, if successful, the program would be expanded to other schools in other local communities.

Program Title: FAMILY LIFE AND SEX EDUCATION

GUAM COMPASS POINTS

District Philosophy

We believe:

that simply covering the biological aspects of sex in a high school course is not truly sex education. Sex must be tied to family life in all of its aspects and must be introduced in terms which the students can understand . Such concepts related to effective family life should be integrated into the schools curriculum at all levels. K-12.

District Goal

Our goal is to teach the students about family life and about human sexuality.

Evaluative Criteria

This goal will be met when: (a) concepts related to effective family life, including sex education have been integrated into the school's curriculum at all levels of instruction; (b) experts in family life education have prepared the content and materials for a suitable program; (c) committees of parents, citizens, teachers, and school administrators have examined carefully both the content and the materials before a pilot program is launched; (d) a pilot program in family life has been tested in several schools to acertain student and community reaction and needed modifications have been completed; (e) a full scale family life education program has been introduced in all of the schools in Guam; and (f) at least 80% of parents citizens, teachers, school administrators, and student leaders, when surveyed randomly have indicated that they believe the program is relatively successful.

Program Title: GETTING ALONG WITH OTHERS

GUAM COMPASS POINTS

District Philosophy

We believe:

that every student should learn to treat every other student and adult, regardless of race of socio-economic background with respect as persons having rights equal to their own.

Every student should learn about the cultures of the people now living on Guam. The cultures of at least three groups of people should be taught in the schools: Chamorro culture American culture, and Oriental culture. Understanding of cultural differences should reduce animosity.

District Goal

Our goal is to teach students to get along with others to practice tolerance and to eliminate prejudice.

Evaluative Criteria

This goal will be met when: (a) the social studies curriculum has been modified to teach about the Chamorro culture, the American culture, and the Oriental culture to all students at both the elementary and the secondary school level; (b) a survey of racial characteristics of teachers has indicated that there are teachers in all schools who are Chamorro oriented black, and white; (c) supervised school activities designed to mix the students and to train them socially have been introduced in all schools; and (d) at least 80% of students, teachers, parents, citizens, and school administrators, when surveyed randomly, have expressed the belief that this problem is under control and rapidly improving.

Program Title: DISCIPLINE AND SELF CONTROL AND MOTIVATION TO REMAIN IN SCHOOL

GUAM COMPASS POINTS

District Philosophy

We believe:

that enforcement of school rules should be consistent. Students should know there are limits and that the limits will be enforced for all students. Students should be shown appreciation and given recognition for their endeavor and accomplishments. And teachers who are dry and uninteresting and who do not relate well to young people should be given more professional help and supervision than usual or more adequate training.

Although the number of students who drop out of school is less now than formerly, the number is still too high and must be reduced.

District Goal

Our goal is to provide students with disipline and with opportunities so they can develop self control. We will also try to motivate students to remain in school until graduation.

Evaluative Criteria

This goal will be met when: (a) all teachers have received in service training in kindly but form ways of disciplining students, (b) teachers who are dry and uninteresting, and wh do not relate well to young people have been given extra amounts of help and professional supervision; (c) counselors, or other persons with special training, have been assigned to work directly with the parents of desruptive students and with potential drop-outs; and (d) the drop-out rate has been reduced from its current level of about 20-25% in the secondary school to not more than 10%.

Program Title: MATHEMATICS CONCEPTS AND COMPUTATIONAL SKILLS

GUAM COMPASS POINTS

District Philosophy

We believe:

that since math is a tool subject and needed for further training in college; vocational school, or in daily life, it must not be neglected.

Since test scores in math are less affected by profeciency in English than reading or language arts, it seems reasonable to expect all Guamanian students to be able to achieve in mathematics as well as students in staeside schools.

Remedial programs in teaching English appear to be paying off. There should be similar programs for students who are seak in math concepts and for computational skills.

District Goal

Our goal is to teach students mathematics concepts and computational skills.

Evaluative Criteria

This goal will be met when: (a) remedial programs for teaching mathematics have been established at the junior and senior high school levels for all students who are weak in mathematics concepts and computational skills; (b) vocational math and consumer-personal math are recognized programs in the mathematics curriculum of the secondary schools; and (c) at least 90% of the secondary school students score at levels equal to or above national norms on the Stanford Achievement Test.

Program Title: AVOCATIONAL INTERESTS AND SKILLS

GUAM COMPASS POINTS

District Philosophy

We believe:

that the arbitrary distinction between school or curricular activities and extra-curricular activities should be removed. Perhaps the term "co-curricular" activities should be used. Greater emphasis should be given to providing a varied and rich co-curricular activities program at each school, including elementary, with quest activities, clubs dramatics, art show, sports, recreation, hobbies, pursuit of avocational interests, etc.

Teachers should be expected to be actively involved in the co-curricular activity program to supervise and coordinate the activities, although some of these activities may well deserve released time form regular class work.

District Goal

Our goal is to provide students with opportunities to pursue special interests and to develop avocational skills as part of the total school program.

Evaluative Criteria

This goal will be met when: (a) every school in Guam has a full-scale, organized, on-going co-curricular activity program for after school, evenings, or Saturday hours; (b) more and better facilities have been constructed at each schol to house a varied activity program as determined by a special committee of parents, citizens, teachers, school administrators, and student leaders; (c) all teachers have been attively involved in the co-curricular activity program as coordinators, supervisors, instructors of "quest groups" or "mini courses," et..; (d) school bussing has been provided for the co-curricular program as needed; and (e) at least

75% of all students regularly participate in the co-curricular activity program.

Program Title: OPTIMUM LEARNING ENVIRONMENT
(PART 6) TEACHER HELP AND SUPERVISION

GUAM COMPASS POINTS

District Philosophy

We believe:

that teachers need help and supervision from principals, supervisors, and other professional experts on a regular, continuing basis. More teacher aides and other para-professionals should also be provided to assist the teachers.

District Goal

Our goal is to provide students with an optimum learning environment characterized by effective teachers who are adequately helped and properly supervised.

Evaluative Criteria:

all teachers have been given help and supervision from principals, supervisors, and other professional persons on a regular, continuing basis; (b) teachers and administrators have abeen evaluated fairly on a regular, continuing basis, especially prior to receiving tenure; (c) principals have been freed of some administrative responsibilities and given more time (at least 25% more time) for supervision; (d) more supervisirs (at least 50% more supervisors) at the district level have been provided, especially at the high school level; and (e) more teacher aides (one for every two regular teachers excluding special education and kindergarten) and more para-professionals (at least 25% more para-professionals) have be been provided.